

Sheila Lahmann
Standards

Lesson Goals

Communicates in Language other than English

Gains knowledge and understanding of other cultures

Develop insight into the nature of language and culture

Participate in multilingual communities at home and around the community

Unit Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students convey information, concepts and ideas to listeners
- 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
- 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied.
- 4.1. Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language
- 5.1

Lesson Objectives

- 1. Students engage in conversation in Spanish in regards ordering food, and describing food.
- 2. Students understand and interpret written and spoken language in regards to menus and dialogue.
- 3. Students convey information about their food.

4. Students will demonstrate an understanding of the relationship between perspectives and practices of culture relating to food dining schedules in Spain.
5. Students apply language skills and cultural knowledge within and beyond the school setting in creating a menu/or a food item.
6. Students recognize the different languages use different patterns conjugating verbs, ser and estar-don't know how to put into format to communicate and can apply this knowledge to their own language

Culture Concept

Students will compare and contrast eating habits and food between Spain and the United States

Sampling of Principal Progress indicators

CONCEPT ONE: BASIC FOOD VOCAB

PREPARATION: Show video where people are ordering. Ask students what will be learning. <http://www.laits.utexas.edu/spe/int14.html>

PRACTICE: 1. students will fill out food vocabulary list and leave some blank for vocabulary that will be introduced later.

2. students will group food on whether they are healthy and delicious

3. Information gap activity

4. Students will have to take the items that they are given and make a "made up" dish for the class. They will have to draw a picture and present dish to the class.

CONCEPT TWO: COMPARE AND CONTRASTING AMERICAN DINING AND SPANISH DINING AND FOODS

PREPARATION: Bring tortilla española to class. Ask students if they know what it is? Ask students what they can tell me about it and where they think this food may come from.

Practice: 1. Ask students to turn to partner and discuss things that "are american"

WHAT IS AMERICAN?

We eat lots of hamburgers,

2. Students with guide will go search eating, dining and dishes native to Spain.
3. Students will share ideas in a group and come up with at least 5 important points.
4. Class will share together.
5. Students on their own will compare and contrast eating habits and dishes in Spain.
6. Students will also have to find a Spanish Restaurant and with full menu and bring the menu to class.
7. Students will comment on menu items.
8. Students will take four items from menu and write them down with all ingredients. Students will search out any unknown ingredients.
9. Information gap activity with "mi menu"

CONCEPT FOUR: SER AND ESTAR AND COMMENTING ON FOOD

PREPARATION : Tell a story about food?? Or bring on food and comment on it. Then put story into powerpoint.

CONCEPT FIVE: BASIC RESTAURANT COURTESY VOCAB

1. Show the video of people ordering food on bbc
2. Go over common courtesies and things you may need to ask for.
3. Add these words to vocabulary list
4. Give students scenarios and split into groups and have them ask for the thing on the list

CONCEPT SIX: STEM CHANGING VERBS

- 1.

EXAMEN

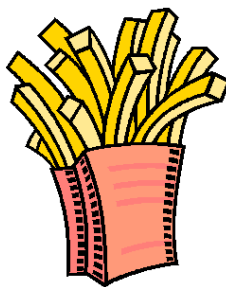
A. You are having a party for your exchange students and you want to get food that people like. You send out a call to all of your friends and they each one leaves you voicemail. Listen to the voicemails and match each item with what each person likes. Listen and match the picture to what each person wants or needs.

1. Patricia _____
2. Jasmine _____
3. D' Ante _____
4. Sabrina _____

A.



B.



C.



D.



E.



B. You have decided to make a few traditional Spanish dishes for your party and you need to make a grocery list. List main ingredients (at least 3) for each item below.

5. la paella-

6. la tortilla española

7. el bocadillo

C. You have gone to your favorite restaurant because you want to show your friend who is visiting how good the restaurant is. However the chef has quit and the person taking her place gets things all wrong. Using the food and pairs listed. Describe to your friend what the food is normally like and what it tastes like today. **Take note each number should include two ideas and use SER and ESTAR.**

8. el pollo-delicioso/malo

9. Las frutas-dulces/picantes

10. La sopa-caliente/fría

D. Your school is trying to get an idea of who they want to cater the next prom, since there are a lot of new students they want to cater to all needs. Fill out the question by first finishing it with the correct form of the verb, then answering the question according to your self.

11. En un restaurante que _____ (pedir/tú) para comer?

12. _____.

13. En un restaurante que _____(pedir/ustedes) para beber ?

14. _____

15. Que _____(servir/ellos) en tu restaurante preferido?

16. _____

E. After prom you and your friends order some food from the local take out restaurant. You are ordering something to go over the phone; respond to the given prompts.

17. Qué desea usted?

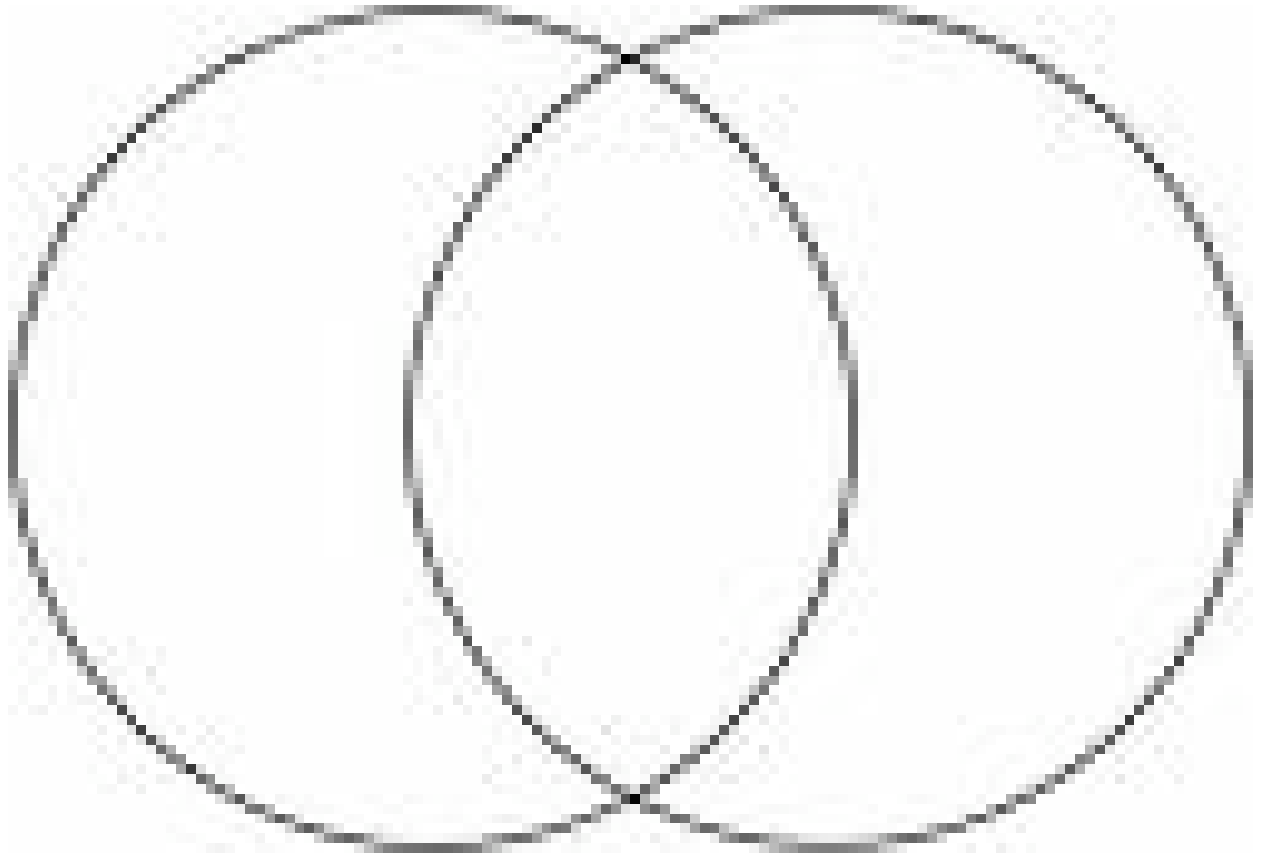
18. Y algo para beber?

19. Desea algo de postre?

20. Algo mas?

F. After spending so much time with your new friends you wonder if there really is a difference between the things they and the things you eat. You also have discussed eating meal habits. Compare and contrast food and eating habits in Spain and the United States. Use a Venn diagram and include at least 3 things in each section (9 total). YOU MAY USE ENGLISH FOR THIS SECTION.

21.



IPA Assessment(223-224)(

Students are shown video clip of Hells Kitchen to set the stage for the activity.

Students are going to be part of the "active audience" set for the show "Hells Kitchen." Being part of an active audience means that you eat at a "fabricated restaurant" then critique. There are three steps of rules involved in this process.






Interpretive: There are 3 different teams on the t.v. show and each team has to serve a full service dinner to a fabricated restaurant. You will be one of the guests that will be eating at one of the restaurants. Each head chef from each of the three teams will try to convince you to come to one of his/her restaurants (because part their "game" is to serve the most guests). Based on your preferences you will decide what at which "restaurant" you want to eat.

Interpersonal: In this section you will be served by a "waiter"(another student) and will have to order and respond to questions by the "waiter"

Presentational: Students will have to write a comment card and describe his/her experience. The student will have to say what you and 4 other people ordered and comment on the food in general.

ACTIVITIES

ACTIVITY 1.3 SET UP:

LA LISTA	LA LISTA
<div data-bbox="168 625 500 953"></div> <div data-bbox="548 604 764 953"></div> <div data-bbox="548 1058 850 1381"></div> <div data-bbox="889 1171 1203 1310"></div> <div data-bbox="548 1423 948 1686"></div>	



LA LISTA



LA
LISTA

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ACTIVITY 5.4

ASK YOUR FRIEND IS SHE WANT TO TRY YOUR SOUP.	TELL THE WAITER THAT YOU WOULD LIKE SOME ORANGE JUICE.	TELL THE WAITER THAT YOU NEED A FORK.
TELL THE SERVER YOU WOULD LIKE A HAMBURGER AND FRENCH FRIES.	TELL THE WAITER THAT THE HAMBURGER IS COLD, BUT THE FRENCH FRIES ARE DELICIOUS	ASK THE WAITER FOR SOME MORE WATER
TELL THE WAITER YOU WOULD LIKE SOME CHEESECAKE	ASK THE SERVER FOR SOME COFFEE WITH MILK	ASK THE SERVER FOR THE BILL

